DOCUMENT RESUME

ED 469 663 JC 020 709

AUTHOR	Morgan, Ron
TITLE	Online Strategies for the Physical Education Classroom.
PUB DATE	1997-00-00
NOTE	7p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Trends and Issues in Online Instruction" (2nd, Kapiolani Community College, April 1-3, 1997).
PUB TYPE	Opinion Papers (120) -- Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Access to Education; Community Colleges; *Curriculum Development; *Distance Education; Educational Innovation; Physical Education; Program Implementation; Two Year Colleges
IDENTIFIERS	*Tarrant County Junior College TX

ABSTRACT

This paper, presented online at the 1997 "Teaching in the Community Colleges Online Conference: Trends and Issues in Online Instruction," explains the instructional design of the Concepts of Physical Activity course taught online at Tarrant County Junior College's Northwest Campus (Texas). By integrating this distance learning style into traditional classrooms, community college instructors can achieve greater success in serving students unable to attend classes on-site. Concepts of Physical Activity utilizes computer software to develop and maintain an individual fitness program. Students may go at their own pace and may work on the course objectives at home or at school. Tools used to develop the distance learning experience include a textbook, instructional videos, instructional step-by-step guides, an online newsletter, and online testing and grading software. The course completion ratio for this course is higher than in traditional classroom settings, with a 90% or better completion rate. Individual needs are met by making the instructor as accessible as possible to the student through office hours and mandatory orientations. Due to its flexibility, the course seems to attract students who would not ordinarily be able to take courses at the college. (CB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 469 663

ONLINE STRATEGIES FOR THE PHYSICAL EDUCATION CLASSROOM

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. Morgan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Ron Morgan

Tarrant County Junior College (TCJC) Northwest Campus

<Circlem5@mail.airmail.net>

(Presented online at the 1997 Teaching in the Community Colleges Online Conference: "Trends and Issues in Online Instruction.")

PREFACE

The focus of this presentation is to explain the instructional design of the Concept 1611: Concepts of Physical Activity course taught in the Health and Physical Education (HPE) Department at Tarrant County Junior College (TCJC) Northwest campus. The class is an interactive course utilizing computer software to develop and maintain an individualized fitness program. The tools used to develop a distance learning experience for the student include:

1. Textbook (Corbin, Charles. **Concepts of Physical Fitness and Concepts of Fitness and Wellness**; Brown and Benchmark Publishers, 1997.)
2. Instructional videos produced by HPE in conjunction with the Media Department
3. Instructional guides giving students step-by-step instructions
4. Interactive computer software
5. On-line newsletter
6. Par Test Generator and Par Test On-line software
7. MG Grade software

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IC027709

Beyond this, I will explain what I have learned through using the teaching tools listed above to help students accomplish the course objectives outlined in the Course Information Document (CID). The Course Information Document given to the student is an overview of the HPE 1611: Concepts of Physical Activity class. In addition, by integrating this distance learning guided practice style into your classroom, my hope is that both you and your students can have the same success I have experienced. Please refer to the following URL for the CID information:

http://www.tcjc.cc.tx.us/campus_nw/morgan/hpe_dept.html

BEST COPY AVAILABLE

This course is developed for all students, although special considerations have been taken for students with limited access to the campus. Students with limited skills and alternating work schedules need flexibility as they may have great difficulty attending classes and completing course work. My desire was to produce a fitness and wellness computer course for college students in these situations that would be both user-friendly and interactive.

INTRODUCTION

The class, HPE 1611: Concepts of Physical Activity, is an interactive course utilizing computer software to develop and maintain an individual fitness program. Students may go at their own pace and complete the course before the semester has been concluded. The students enrolled in the class can spend time at home and/or school, working on course objectives. The students can access the computer lab in the Health and Physical Education (HPE) building during each working day the school is opened for classes. The students also have the option of using other equally-equipped personal training facilities to maintain their exercise program. The student can also be assisted by the instructor through a more traditional means by coming to HPE during scheduled office hours.

The students have, from the start, the entire course outline. The primary goal of the program is to provide the student with the information necessary to design both a diet and exercise program, knowledge which can be applied after the semester has ended. Both the traditional and arranged method provide the student the knowledge and opportunity to develop, maintain and manage an individualized exercise program.

The most important initial consideration in a computer-based course is making sure that the limited personal contact between the student and department is both informative and friendly. A special header is listed above the course number in the course catalog informing the student he/she must attend one of several orientations offered. The header also gives the student information on how to reach the department. Because the course is designed to optimize flexibility, it is imperative that the department's support staff is able to answer basic questions about course design and requirements. If the student's question is answered quickly and correctly, the first impression has been a positive one and the tone has been set for the remainder of the semester. Hopefully, this experience will translate into the student choosing to take future courses, either arranged or traditional, through our department. Several two-hour orientations are scheduled for morning and evening hours during the first week of classes. Subsequent to the orientation, the students are to purchase their text, **Concepts of Physical Fitness and Concepts of Fitness and Wellness** , at the bookstore. At the arrangement orientation, the students receive the following information:

1. HPE Student Information Sheet, requesting personal information such as physical limitations, addresses, phone numbers, faxes, e-mail addresses, family physicians, and health recommendations/waivers. The copy of HPE Information Sheet and Waiver given to the student is used to acquire personal data and to protect TCJC from liability. Please refer to the following URL for a copy of the HPE Student Information Sheet: http://www.tcjc.cc.tx.us/campus_nw/morgan/hpe_dept.html
2. Session One Student Packet, including a Course Information Document, Fitness Appraisal Test Form, Health and Fitness Questionnaire, list of videos to be checked-out, lab and text reading assignments, instructions regarding computer- lab usage, a list of programs to develop and print on the computer for record- keeping purposes and a bank of study questions.
3. HPE Instructional Videos (two)-- The first video, "Fitness Appraisal", explains and demonstrates the self-appraisal fitness test needed to begin the course. The second video, "Weight Training", illustrates the proper use of weight room stations used in the course. These videos allow the student to complete the appraisal properly and safely. A copy of the Fitness Appraisal worksheet included in the orientation packet can be found at the following URL:
   http://www.tcjc.cc.tx.us/campus_nw/morgan/hpe_dept.html
4. Computer Usage Instructions, detailing the use of required software, is placed in the packets to try and answer some of the most frequently asked questions, as well as allow the students to work in the lab effectively without an instructor present. The students can access the computers in the HPE department from 8 A.M. -10 P. M. The students are instructed to enter the results of their Max Lift Strength Test into the computer and print out their six-week strength program. At each of the computers in the labs, there are instructions for the students to follow. Lab assistance can be obtained during the week for those students having questions regarding computer operations. The computer software usage information given to the student can be found at the following URL:
   http://www.tcjc.cc.tx.us/campus_nw/morgan/hpe_dept.html
   In addition, the students are instructed to enter personal data into the computer for the development of their Aerobic Fitness Program. At the computer, the students can choose from five aerobic exercises to use in their design of an individualized program: walking, running, swimming, skiing and cycling. The product of their efforts on the computer is an individualized six-week exercise program and exercise log for the

student to maintain. The students are expected to turn the weekly exercise logs into the instructor for the duration of the course. A sample of the aerobic training program and strength training program for six weeks can be found at the following URL:

http://www.tcjc.cc.tx.us/campus_nw/morgan/hpe_dept.html

5. Student Grade Summary explains the requirements and gives recommended due dates for the assignments listed within the student packets.These sheets provide the student a reminder of his or her progress, showing the percentage of points currently received toward meeting individual requirements. The grade summary sheet is one of the most important instruments used in this course, as it provides consistent, accurate feedback for the student, replacing the instructor as the most visible reminder of progress. A sample MG Grade Summary Sheet given to students periodically through the semester, showing progress and completion percentages can be found at the following URL:

   http://www.tcjc.cc.tx.us/campus_nw/morgan/hpe_dept.html

   During the semester, the students will receive additional information explaining how to complete the course. After thestudent finishes Session One, he/she may pick up the Session Two Student Packet, including the instructions to maintain an exercise program. Lab and text assignments are assigned, and the student is expected to complete the assignments before taking their second exam. Within the second session, two projects are requested of the students, including a diet analysis and nutrition project and a six-month exercise program.

A quality diet analysis requires that three days of the student's actual diet be recorded into the campus computer for analysis. Once the information is logged, the next phase is correction of the deficiencies in the diet by making dietary changes that would transform it into an "ideal" diet. An "ideal" diet would have, according to current recommended daily allowance standards, the proper amounts and balance of calories, proteins, carbohydrates, fats, cholesterol, fiber and vitamins, and other items listed in the analysis. In addition, the exercise program is part of the analysis. Some students may find their exercise quotient to be sufficient, and therefore no adjustments are necessary. Each student is expected to list dietary recommendations using a blank form provided to them with their actual diet and ideal diet for three separate days. A sample diet analysis, generated by Diet Analyst software and the explanatory sheet given to students, detailing the process of transforming an actual diet into an ideal diet can be found at the following URL:

http://www.tcjc.cc.tx.us/campus_nw/morgan/hpe_dept.html

The six month exercise program may be completed with the assistance of the computer, but the program on the computer is for only six weeks. The student must interact with the computer and develop a six month exercise program by problem solving. The following components must be included in the design of the exercise program: intensity, duration, frequency and an exercise time table designating strength improvement or maintenance. The students must address the following for the successful completion of this project:

1. List at least eight SPECIFIC (measurable) objectives or goals for the next six months.
2. List personal description and fitness appraisal results, including: age, health, weight, height, occupation, body measurements, twelve minute run or walk circuit training max. lift loads.
3. Indicate the amount of time for exercise, how often and time of day.
4. Indicate the area or environment in which the exercise program would be conducted.
5. Indicate the different exercises to be include within the program to help reach the stated goal (listed in session one).
6. Indicate the amount of time, distance, or repetitions (as appropriate) for each exercise within the program.
7. Write the fitness program on a monthly basis, taking into consideration all seasonal changes and the availability of facilities.
8. Plan the program with variety to prevent it from becoming stale and boring. The project is to be completed by a set date near the end of the semester.

The Session Three Student Packet includes information on the subject of drug use and abuse, along with information discussing general health issues such as mouth-to-mouth resuscitation, CPR, the Heimlich Maneuver and AIDS. Students are requested to continue their exercise program and complete the questions provided within the packet. The final exam can be taken after completion of this packet.

In addition to course packets, other material is offered to the students to maintain consistent discourse between student and instructor. The on-line newsletter was created to assist in this communication. The newsletter can be sent to the student through the E-mail system quickly and inexpensively during the semester, including weekends. The students can ask the instructor questions and receive a timely reply. The letter is also disseminated to students without Internet access by way of "snail mail" or through the file system in the check-out attendant's area. With the computer access in the TCJC libraries, any student can now send information to me via the Internet. The present

source of on-line dissemination of the newsletter is my computer at home. The copy of the first fitness newsletter, given to students during the spring 1997 semester may be obtained at the following URL:

http://www.tcjc.cc.tx.us/campus_nw/morgan/hpe_dept.html

The Par Test and Par Test On-Line testing software assists the student in completing their two quiz assignments and final exam. The testing center is centralized in the Health and Physical Education check-out room. The assistant working in the check-out administers the quiz by checking the student identification card with the student's photo. The assistant begins the initial stage of the quiz by downloading the desired number quiz-- each session has five fifty-question quizzes; the student does not know which of the five he/she will be taking. The quiz is assigned by the instructor and this information is given to the check-out assistant at the beginning of the semester. Students take the test on a 386 IBM computer, with instructions for the student programmed into the computer. The computer administers the quiz and grades it for the student. The students receive a print-out of the results after the quiz is completed. Passwords programmed in the testing software and the presence of the check-out assistants provide the security measures necessary for computer testing. Please refer to the following URL for the list of software programs used in Arranged Concepts:

http://www.tcjc.cc.tx.us/campus_nw/morgan/hpe_dept.html

Having taught this course by arrangement for a couple of years now, many of my questions and concerns have been answered. Student responses and course completion ratio have been better than traditional classroom settings. During the 94-95 and 95-96 school years, the Concepts of Fitness and Wellness course taught by arrangement had a 90% or better completion rate. Individual needs are met by making the instructor as accessible as possible to the student. Student responses to questions asked in an end-of-the-semester survey may be obtained at the following URL:

http://www.tcjc.cc.tx.us/campus_nw/morgan/hpe_dept.html

The course seems to attract more dedicated students, as many are returning students who have a specific goal and time-frame for achievement of that goal. The number of sections for traditional classes have not decreased; the enrollment numbers are consistent with those before the course was introduced. Through looking at personal data, I have noticed that this course often attracts students who would not normally take courses in our district. We attract students who, because of time and/or distance, would have taken the traditional course elsewhere or not at all.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Online Strategies for the Physical Education Classroom	
Author(s): Ron Morgan	
Corporate Source:	Publication Date: 1997

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 1	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2A	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2B
Level 1 ☒	Level 2A ☐	Level 2B ☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: Ron Morgan	Printed Name/Position/Title: Dept. Chair / Asst. Prof. Coord. PHED
Organization/Address: Tarrant County College - Northwest Campus	Telephone: 817-515-7749 FAX: 817 515 7155
	E-Mail Address: rmorgan5@tccd.edu Date: 10/23/02

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: http://ericfacility.org